DOCUMENT RESUME

ED 379 345 TM 022 739

AUTHOR Griffith, Julia E.
INSTITUTION Austin Independent School District, Tex. Office of Research and Evaluation.
TITLE Chapter 2 Formula Final Report, 1993-94.
PUB DATE Aug 94
NOTE 37p.
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Academic Failure; Achievement Gains; *Compensatory Education; Dropout Prevention; Elementary Secondary Education; *Federal Aid; Federal Legislation; High Risk Students; Library Development; *Professional Development; Program Development; *Program Improvement; Resource Allocation; School Districts; Second Language Instruction; Spanish
IDENTIFIERS *Austin Independent School District TX; *Education Consolidation Improvement Act Chapter 2

ABSTRACT

Chapter 2 Formula funds provide federal aid to states through the Elementary and Secondary Education Act (ESEA) of 1965 as amended in 1988 by PL 100-297. Funds can support programs for students at risk of failure or dropping out, or students for whom providing an education entails higher than average costs. Funds can also support programs for educational innovation, professional development, and a variety of supplemental and compensatory efforts. In 1993-94 the Austin Independent School District (Texas) received $631,904, which included some funds from prior years. Funds were allocated for a number of initiatives. Administration of the Peabody Picture Vocabulary Test-Revised shows gains from pretest to posttest for kindergarten beneficiaries of Chapter 2 Formula funds. The Academic Decathlon and Spanish Academy supported by the funds benefitted students and promoted academic excellence. Library resources purchased through Chapter 2 were well received by librarians and administrators, and the recipients of program-funded professional development training reported themselves to be better prepared teachers. Recommendations are made for improved program evaluation and more parent participation efforts. Seventeen figures and one table summarize Chapter 2 activities and services. (SLD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 379 345

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it

☐ Minor changes have been made to improve reproduction quality

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

G. LIGON

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)"

TM 022 739

CHAPTER 2 FORMULA: 1993-94 FINAL REPORT

Executive Summary

Austin Independent School District
Office of Research and Evaluation

Author: Julia Griffith

Program Description

Chapter 2 Formula provides federal funds to states through the Elementary and Secondary Education Act of 1965 (ESEA) as amended in 1988 by Public Law 100-297. Chapter 2 Formula funds can support one or more programs which:

- Meet the educational needs of students at risk of failure in school or of dropping out, and students for whom providing an education entails higher than average costs;
- Acquire instructional and educational materials;
- Improve schools through innovative programs;
- Enhance the knowledge and skills of educational personnel through training and professional development;
- Enhance student achievement and excellence through instruction and community service;
- Provide early childhood, gifted and talented, technology education, community education, and/or youth suicide prevention programs; and
- Enhance the ability of teachers and school counselors to identify, particularly in the early grades, students with reading and reading-related problems that place those students at risk for illiteracy in their adult years (National Literacy Act of 1991, Section 302).

In 1993-94, the Austin Independent School District (AISD) received $631,904, which included $42,261 rolled forward from last year and $53,891 not allocated during 1992-93. Funds were allocated to the following programs (funds were also allocated to administration/management and evaluation): Academic Decathlon, Library Resources, MegaSkills, Middle School "Transition In" Program, Prekindergarten Supplements, Private Schools, Reading Recovery Teacher Leader Training, Reading Recovery Teacher Leader In Training and Campus Locations, Spanish Academy, Staff Development, Student Retreat Program, and Supplementary Materials.

Major Findings

1. During the 1993-94 school year, the Peabody Picture Vocabulary Test-Revised was administered. At all levels of delivery, half- and full-day pre-K, AISD prekindergarten students showed gains from pre- to posttest. Unclear, however, is why limited-English-proficient students continue to show greater gains than low-income students. (Page 16)

2. The majority of Academic Decathlon coaches believed that the Academic Decathlon program benefitted participants and the District and was effective in promoting academic excellence. (Page 3)

3. Over 96% of the librarians and administrators surveyed agreed that the library resources purchased with Chapter 2 Formula funds were effective in enhancing the educational experience of students by making available more books and a greater variety of books. (Page 7)

4. Children of MegaSkills participants did well on the TAAS, and showed some positive, although not substantial, improvements. (Page 9)

5. When evaluating the 1993-94 Spanish Academy, 80% of participants surveyed indicated that the course helped them in communicating with Spanish-speaking students. Similarly, 98% of participants surveyed believed the discussions of Hispanic culture were useful. (Page 22)

6. Of the 215 teachers surveyed who received Multisensory Teaching Approach and/or Project Read training, 82% reported they are better prepared to teach "students of learning differences" after completing the training. (Page 26)

Budget Implications

Mandate: External funding agency: Elementary and Secondary Education Act of 1965 (ESEA) as amended in 1988 by Public Law 100-297 and the National Literacy Act of 1991, Section 302.

Funding Amount: $631,904 (Entitlement of $535,752, roll-forward of $42,261, and $53,891 not allocated during 1992-93)

Funding Source: Federal

Implications: Chapter 2 Formula has provided funding to AISD to expand existing programs and implement new programs, including the addition of staff and the acquisition of materials and equipment that would not otherwise be available from state or local funding sources. Continued funding will allow the District to provide programs that meet the educational needs of at-risk students, provide for the acquisition and use of educational materials, provide training for District personnel, and provide programs to enhance the personal excellence of students and student achievement. Chapter 2 would also provide for other innovative projects, such as early childhood education programs and training programs to enhance the ability of teachers and school counselors to identify, particularly in the early grades, students with reading and reading-related problems that place those students at risk for illiteracy in their adult years.

Recommendations:

1. Fund, in cooperation with Chapter 1, a more in-depth evaluation to study the relationship between prekindergarten and low-income status.
2. If at-risk students are the intended beneficiaries, the MegaSkills parenting program should either be revised or exchanged for a program which will target a larger number of at-risk children.
3. Concentrate Chapter 2 funds on fewer programs so that each program can be more thoroughly implemented and evaluated.

PROGRAM EFFECTIVENESS SUMMARY

CHAPTER 2 FORMULA 1993-94

CHAPTER 2 COMPONENT	RATING	ALLOCATION (COST)	NUMBER SERVED	COST PER STUDENT	EFFECT (METHOD OF EVALUATION)
Academic Decathlon (9-12)	[+]	$42,886	81	$529.45	Rating based on staff surveys
Library Resources (K-12)	[+]	$83,435	71,521	$.87	Rating based on staff surveys
MegaSkills (K-12)	0	$36,454 $18,400 Chapter 1	361 Children	$101.54 Ch. 2 $146.97 (Total for all programs)	Rating based on dropout rate, retention, grades, attendance, and discipline and parent survey
Middle School "Transition In" Program (5-8)	[+]	$15,029	1,981	$7.59	Rating based on staff survey
Prekindergarten (Pre-K) Supplements	+	$82,510	56	$1,469.82	Rating based on PPVT-R & TVIP gains from pre- to posttest
Private Schools (Pre-K-12)	[+]	$24,792	3,262	$7.60	Based on rating of purchases
Reading Recovery Teacher Leader In Training and Campus Locations	[+]	$63,185	3 Teachers	$21,062 per teacher	Rating based on teacher survey
Reading Recovery Teacher Leader		$63,580	17 Teachers	$3,727	Evaluation conducted by Chapter 1. Please refer to the Chapter 1 final report (ORE Publication Number 93.03).
Spanish Academy	[+]	$40,136	375	$107	Rating based on course evaluation by participants
Staff Development	[+]	$24,113	31	$777.90 per teacher	Rating based on course evaluation by participant
Student Retreat Program		$21,386 Ch.2 $113,601 Drug-Free Schools	N/A	N/A	Evaluation conducted by Drug-Free Schools. Please refer to the Drug-Free Schools final report (ORE Publication Number 93.08).
Supplementary Materials	[+]	$30,000 MTA/PR $30,000 Math	666 Teachers 15 Schools	$75.08 per teacher $2,000 per school	Rating based on teacher survey

* This teacher was trained in Fort Worth in 1993-94 to work in AISD next year.

Rating is expressed as contributing to any of the five AISD strategic objectives.

+	*Positive*, needs to be maintained or expanded
0	*Not significant*, needs to be improved and modified
-	*Negative*, needs major modification or replacement
Blank	*Unknown*
[ ]	Rating based on self-evaluation by participants only. In the absence of student performance results, self-evaluation must be interpreted with caution.

Cost is the expense over the regular District per student expenditure of about $4,000.

0	*No cost* or minimal cost
$	*Indirect costs* and overhead, but no separate budget
$$	*Some direct costs*, but under $500 per student
$$$	*Major direct costs* for teachers, staff, and/or equipment in the range of $500 per student

OPEN LETTER

The history of Chapter 2 Formula in AISD has been characterized by the funding each year of multiple programs, with varying purposes, despite. in some cases, a lack of consistent evidence for their effectiveness with the special populations for whom they are intended. The reliance for evaluation on a part-time employee (until January 1994) has, unfortunately, compelled Chapter 2 evaluation to focus on the more superficial aspects of program operation, to the detriment of more substantive inquiry. Full-time evaluation will help ensure that monies are allocated to programs for which solid evidence of effectiveness has been found.

In 1993-94, 12 programs were funded by Chapter 2 Formula. Two of these--MegaSkills and Prekindergarten Supplements--continue to receive both Chapter 2 and Chapter 1 funds, although there are important, unresolved questions which need to be addressed if the expenditures on these programs are to be justified.

MegaSkills, a parenting program, has been funded for the past two years (with $54,320 of Chapter 2 monies and $58,903 of other federal money). Positive outcomes for the children of program participants, such as lower retention and discipline rates than among students districtwide, were found in the last three years' evaluations. However, differences from the general student population were, for the most part, not substantial. In addition, it is unclear whether these outcomes were a result of the program or of other factors, such as the possibility that parents who are more involved in their children's lives are more likely to participate in a parent training program like MegaSkills. The children of such parents may simply do better in school anyway.

Evidence of the success of MegaSkills would be more persuasive if the same positive outcomes were observed among at-risk students. In 1993-94, only 29% of the children of MegaSkills participants were identified as at risk of dropping out, compared with a District level of 43%.

Data regarding supplemental prekindergarten classes (extending half-day classes to full-day) for limited-English-proficient (LEP) students and low-income students pose similar problems of interpretation. While LEP students have shown substantial increases in PPVT-R vocabulary scores, low-income students have not shown the same increases. Supplemental pre-K classes may have other benefits for low-income students besides increases in vocabulary. However, the relationship between supplemental pre-K classes and low-income status has not been addressed. If the effects of pre-K classes on low-income students were understood, an informed decision could be made whether Chapter 1 (and Chapter 2 at one school) should fund pre-K classes for low-income students in the future. A different program may be more helpful in addressing the needs of low-income students.

Chapter 2 Formula must fund unique programs which effectively address the needs of special populations in AISD. Only with thorough investigation of questions bearing on program effectiveness can we gain the most for our students with the programs funded through Chapter 2 Formula.

TABLE OF CONTENTS

Executive Summary i

Program Effectiveness Summary ii

Open Letter iii

Introduction 1

Academic Decathlon 3

Library Resources 7

MegaSkills 9

Middle School "Transition In" Program 14

Prekindergarten Supplements 16

Private Schools 18

Reading Recovery Teacher Leader Training 20

Spanish Academy 22

Staff Development 25

Supplementary Materials 26

Chapter 2 Formula-Funded Programs Evaluated By Other ORE Components 27

Bibliography 30

CHAPTER 2 FORMULA
1993-94 FINAL REPORT

INTRODUCTION

Chapter 2 Formula provides federal funds to states through the Elementary and Secondary Education Act of 1965 (ESEA) as amended by Public Law 100-297 in 1988. Chapter 2 as amended is intended to contribute to the improvement of elementary (including preschool) and secondary educational programs in both public and private, nonprofit schools. According to Public Law 100-297, Chapter 2, Section 1501, the purpose of Chapter 2 programs is to:

1. Provide initial funding to enable state and local educational agencies to implement promising educational programs that can be supported by state and local sources of funding after the programs have been demonstrated effective;

2. Provide a continuing source of innovation, educational improvement, and support for library and instructional materials;

3. Meet the special educational needs of at-risk and high-cost students (as described in the law);

4. Enhance the quality of teaching and learning through initiating and expanding effective schools programs; and

5. Allow the state agency and local educational agencies to meet their educational needs and priorities for targeted assistance.

A school district receiving Chapter 2 Formula funds must use those funds to **supplement** and, to the extent practical, increase the level of funds that would be made available in the absence of Chapter 2 Formula funds. Federal funds may **not** be used to **supplant** local funds. School districts may use Chapter 2 Formula funds to expand existing programs and/or add new programs, including the addition of staff and the acquisition of materials and equipment that would not otherwise be available from state and local funding sources. **In no case, however, may a school district supplant local funds by replacing local funds with Chapter 2 Formula funds.**

States earn Chapter 2 Formula funds based on their school-aged population. States, in turn, allocate at least 80% of these funds to local school districts based on a formula computed on enrollment and high-cost students. AISD's 1993-94 allocation, based on an enrollment of 71,521, was $535,752, in addition to $42,261 rolled forward from 1992-93 and $53,891 not allocated during 1992-93, for a total of $631,904. A total of $532,998 was spent on the following targeted assistance areas Chapter 2 funds can support. The assistance areas and the 1993-94 AISD programs in each area are shown below.

ASSISTANCE AREA	1993-94 AISD PROGRAMS	ALLOCATION
Programs to meet the educational needs of students at risk of failure in school or of dropping out and students for whom providing an education entails higher than average costs	• Student Retreat Program* • MegaSkills*	$21,886 $36,656
Programs for the acquisition and use of instructional and educational materials, including library books, reference materials, computer software and hardware for instructional use, and other curricular materials that would be used to improve the quality of instruction	• Library Resources • Supplementary Materials	$63,425 $80,000
Innovative programs designed to carry out schoolwide improvements, including the effective schools programs	• None funded in 1993-94	$0
Programs of training and professional development to enhance the knowledge and skills of educational personnel, including teachers, librarians, school counselors and other pupil services personnel, administrators, and school board members	• Spanish Academy • Staff Development	$40,136 $24,115
Programs designed to enhance personal excellence of students and student achievement, including instruction in ethics, performing and creative arts, humanities, activities in physical fitness and comprehensive health education, and participation in community service projects	• Academic Decathlon	$42,886
Other innovative projects which would enhance the educational program and climate of the school, including programs for gifted and talented students, technology education programs, early childhood education programs, community education, and programs for youth suicide prevention	• Prekindergarten Supplements* • Middle School "Transition In" Program	$82,310 $15,039
Programs of training to enhance the ability of teachers and school counselors to identify students with reading-related problems that place those students at risk for illiteracy in their adult years	• Reading Recovery Teacher Leader In Training and Campus Locations* • Reading Recovery Teacher Leader*	$63,185 $63,360

* These programs received additional funds from the Chapter 1 or Drug-Free Schools programs.

ACADEMIC DECATHLON

The majority of high school teachers and administrators surveyed believed that the Academic Decathlon benefitted participants and the District and was an effective way to promote academic excellence.

DESCRIPTION

The Academic Decathlon is a national scholastic competition designed to challenge the academic abilities of students from all performance levels. Participation in the competition is designed to enhance personal excellence of students and student achievement. The 1993-94 school year marked AISD's sixth year of participation, with 66 students representing nine high schools in this year's Academic Decathlon regional meet. Eighty-one students participated in some aspect of Academic Decathlon. Each team consisted of up to nine full-time students from the tenth, eleventh and/or twelfth grades of the same high school. A full-time student was defined as a student enrolled in four or more class periods a day. Each team was made up of students of varying academic performance levels, up to three from each of the following categories.

GRADE POINT AVERAGE	COMPETITION LEVEL
3.75-4.00	Honor
3.00-3.74	Scholastic
0.00-2.99	Varsity

Contestants could compete in a higher division than their own grade point average category, but not in a lower category. Students in each category competed only against students in that category.

The competition included 10 events--mathematics, science, economics, language and literature, fine arts, social science, speech, interview, essay, and Super Quiz. Each team member competes in every area, with medals, gold, silver, and bronze, awarded for individual events. There were also team awards in the Super Quiz and for overall ranking.

For the 1993-94 school year, Chapter 2 Formula allocated $42,886 to the Academic Decathlon for coach stipends, substitutes, reproduction, materials, travel, registration fees, and other program support which amounted to $529.46 per participant or alternate on the teams.

IMPLEMENTATION

During the 1993-94 school year, nine AISD high schools participated in the Academic Decathlon (all but Travis). Students were recruited for the Academic Decathlon through an open invitation to the student body, enrollment in selected elective courses, or by nomination of content-area teachers. A speech or humanities elective that incorporated some of the Academic Decathlon material was offered at seven of the nine participating high schools during the fall 1993 semester.

Participation on the part of the students was voluntary, and in order to compete for AISD, team members had to meet all University Inter-Scholastic League (UIL) standards.

CHARACTERISTICS OF TEAM MEMBERS

In 1993-94, 66 students attended the regional meet in Austin as participants or observers (who may serve as alternates if needed). Of the students who competed in the Decathlon:

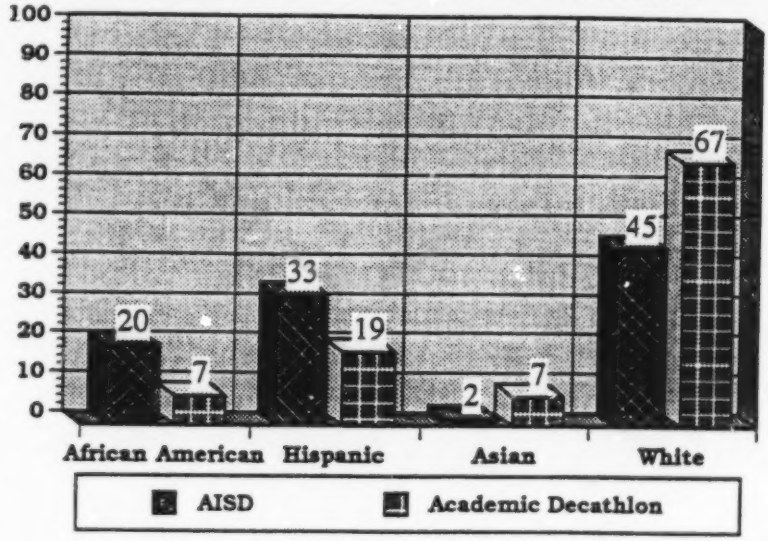
- 7.4 % were in 10th grade, 19.8 % were in 11th grade, and 72.8 % were in 12th grade;
- 59.3 % were male, and 40.7 % were female;
- 7.4 % were Asian, 7.4 % were African American, 18.5 % were Hispanic, and 66.7 % were White;
- 0 % were LEP; and
- 3.7 % were low income.

As it has been the past five years, African American and Hispanic students were underrepresented and Asian and White students were overrepresented compared to their respective proportions in AISD's overall high school membership (see Figure 1).

EFFECTIVENESS

A survey was sent to all Academic Decathlon coaches in the spring of 1994. Of the coaches who responded (N=11), eight (73%) believed that the Academic Decathlon program benefitted participants and the District and was an effective way to promote academic excellence.

FIGURE 1
ETHNICITY OF 1993-94 ACADEMIC DECATHLON PARTICIPANTS
COMPARED TO ALL STUDENTS IN AISD HIGH SCHOOL



MEDALS WON

Effectiveness was not measured by medals earned for two reasons: (1) each participant was simply asked to do his or her best, and (2) participation has other benefits in addition to medals. However, examining individual medals provides interesting information. AISD students represented 31% of the 216 participating Academic Decathletes in Region V and won 34 (26%) of the 130 medals awarded. These medals included 8 gold, 14 silver, and 12 bronze, and were won by 21 AISD students, who were awarded from one to four medals each. Comparisons with the four previous school years, 1990-91 through 1992-93, are shown below in Figure 2.

FIGURE 2
NUMBER OF DECATHLETES AND MEDALS WON
1989-90 THROUGH 1993-94

	1989-90	1990-91	1991-92	1992-93	1993-94
Number of Decathletes	36	43	36	38	66
Number of Medals Won	20	37	33	23	34

The percent of medals awarded in 1993-94 increased from the two previous years but declined from the number earned three years ago (1990-91). A five-year comparison of medals won is shown in Figure 3, and the five-year total of medals won is shown in Figure 4.

FIGURE 3
FIVE-YEAR COMPARISON OF MEDALS WON IN THE ACADEMIC DECATHLON

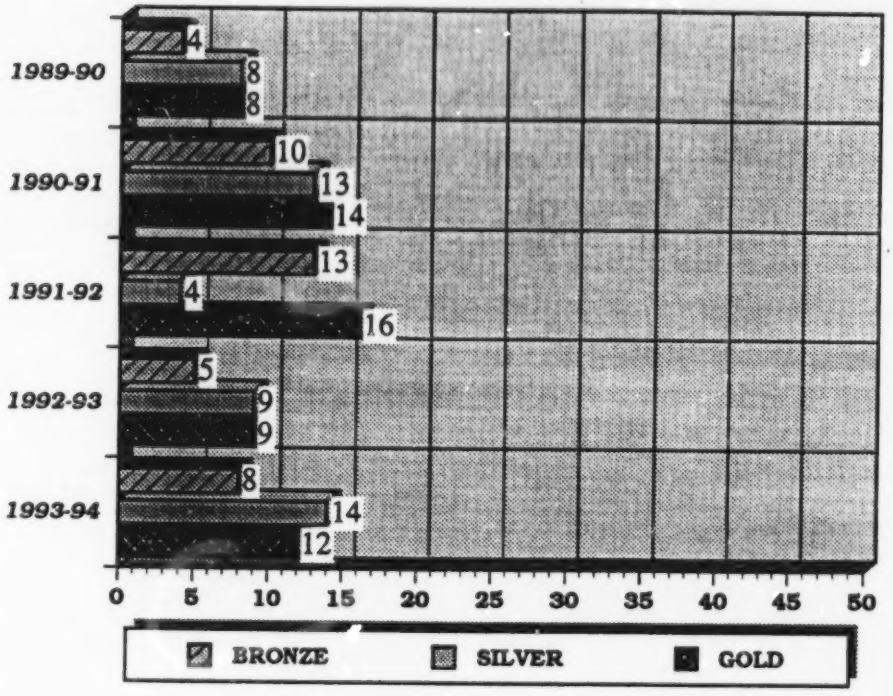
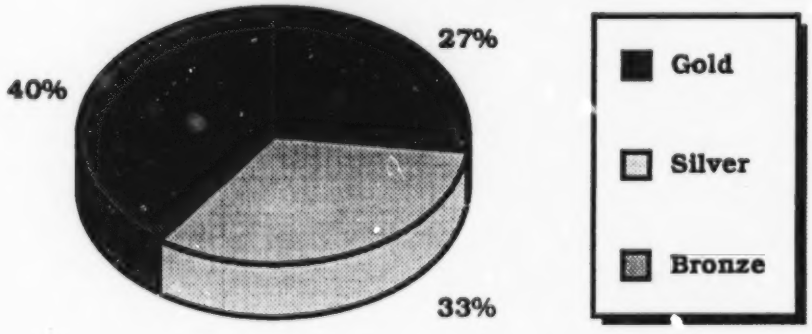


FIGURE 4
FIVE -YEAR TOTAL OF MEDALS WON IN THE ACADEMIC DECATHLON



LIBRARY RESOURCES

Over 96% of the librarians and administrators surveyed agreed that the library resources purchased with Chapter 2 Formula funds were effective in enhancing the educational experience of students by making available more books and a greater variety of books. The per-student cost for the program for elementary and middle school students was less than $1.00. The cost per high school student was less than $2.00.

UTILIZATION

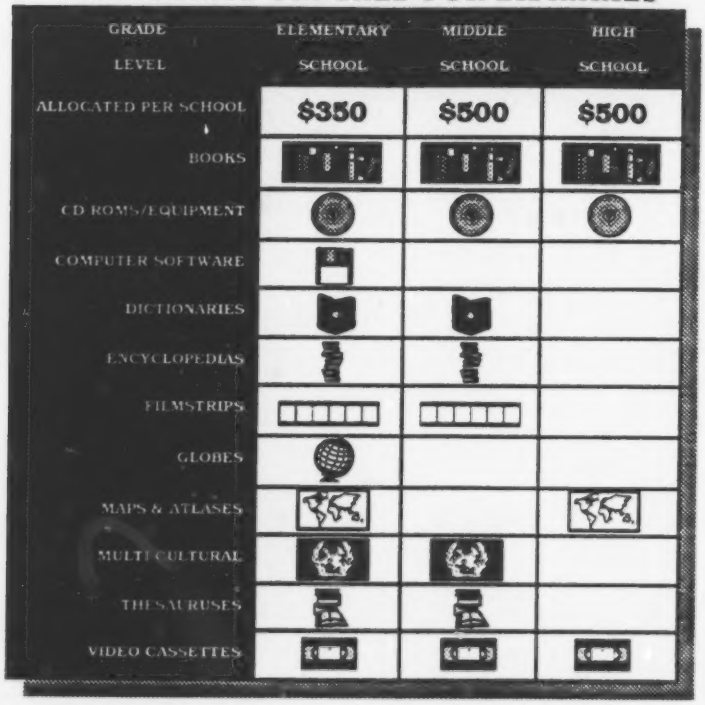
Chapter 2 Formula allocated $63,425 to purchase library resources for elementary and secondary campuses for the purpose of improving the quality of instruction. Elementary schools were allocated $350 dollars each. Middle/junior high school and high school campuses were allocated $500 each. Robbins Secondary School and the Alternative Learning Center were allocated $250 each. Allocations per grade level and cost per student are presented in Figure 5. A summary of the materials ordered by schools is presented in Figure 6.

FIGURE 5
CHAPTER 2 FORMULA EXPENDITURES FOR LIBRARY RESOURCES, 1993-94

GRADE LEVEL (ENROLLMENT)	# SCHOOLS PARTICIPATING	ALLOCATIONS	COST PER STUDENT
Elementary (39,882)	67	$23,450	$0.59
Middle/Jr. High (15,113)	15	$ 7,500	$0.50
High School* (16,526)	12	$32,475	$1.97
TOTAL (71,521)	**94**	**$63,425**	**$0.87**

* Includes Robbins and the Alternative Learning Center (ALC)

FIGURE 6
MATERIALS ORDERED FOR LIBRARIES



Materials purchased with Chapter 2 Formula funds were to be catalogued and circulated from all school libraries by the librarian.

EFFECTIVENESS

A survey was sent in the spring of 1994 by ORE to all librarians within the District to obtain their opinions about the use and effectiveness of Chapter 2 funds for library resources.

- Of the teachers, librarians, and administrators surveyed, 60% responded that the librarian made the decisions concerning library purchases made with Chapter 2 Formula funds. A total of 6% responded that the principal was responsible for making the decisions. Another 21% responded that decisions concerning purchases were a collaborative effort by the librarian and principal.

- Over 96% of teachers, administrators, and librarians combined agreed that the new library resources purchased with Chapter 2 Formula funds this year were effective in enhancing the educational experience of students. Over 93% responded that library resources purchased with Chapter 2 Formula funds increased the variety of materials available to students, while 96% responded that more materials were available to more students because of Chapter 2 Formula funds.

MEGASKILLS

In the 1993-94 school year, 96% of the parents attending MegaSkills workshops indicated that they enjoyed participating in the training, and 95% believed that it would help them with their children. Children of MegaSkills participants scored well on the TAAS and showed positive, although not substantial, outcomes on attendance, discipline, and retention.

PROGRAM DESCRIPTION

The MegaSkills program, developed by Dr. Dorothy Rich, founder and president of the Home and School Institute, a non profit educational institution in Washington, D.C., consists of a series of five to eight parenting workshops that focus on skills which students need to succeed in school. These skills include the following:

- ✓ Confidence,
- ✓ Motivation,
- ✓ Effort,
- ✓ Responsibility,
- ✓ Initiative,
- ✓ Perseverance,
- ✓ Caring,
- ✓ Teamwork,
- ✓ Common sense, and
- ✓ Problem solving.

Each workshop includes information sharing, large and small group discussions, and demonstrations or hands-on activities (called "recipes") which can then be reproduced at home with children.

PARENTS SERVED

AISD teachers and staff who volunteered to become MegaSkills leaders led the parenting workshops. Each MegaSkills leader received 10 hours of in-class training during two school days from AISD personnel who have been certified by the Home and School Institute. Each campus was responsible for providing any substitutes needed while teachers were in training. A total of 77 MegaSkills trainers from 32 schools led the workshops in the 1993-94 school year.

Program records from the MegaSkills workshops were not accurate enough to determine the exact number of parent participants (many schools did not submit program records). A total of 13 elementary schools returned reports from the MegaSkills workshops. Each school was required to offer a minimum of five workshops throughout the 1993-94 school year. The participating schools offered between five and eight workshops. Attendance records documented that 510 parents participated in the MegaSkills workshops. For the second year in a row, MegaSkills leaders have cited poor parent attendance as their biggest problem.

COST

MegaSkills was funded with $36,656 from Chapter 2 Formula. Chapter 1 contributed $16,400. The total cost per (documented) parent participant was $104 per parent (this includes Chapter 2 and Chapter 1 funding). The Chapter 2 Formula cost was $72 per parent. A total of 361 students were identified as children of MegaSkills participants. The Chapter 2 Formula cost per student was $102. The total cost per student (this includes Chapter 2 and Chapter 1 funding) was $147.

EVALUATION BY PROGRAM PARTICIPANTS

Following each MegaSkills workshop, parent participants completed surveys developed by ORE. A total of 510 ORE surveys were returned. Because not all the schools which held workshops distributed surveys, not all parent participants completed surveys. In addition, not all schools used the ORE survey; some schools used other forms. Parent participants returning ORE surveys responded:

- I enjoyed participating in the workshop (96%).
- The leaders of the workshops were informed and insightful (98%).
- The content of this workshop was relevant (97%).
- I gained new information during this workshop (90%).
- Receiving this training will help me work better with my child (95%).
- I would recommend MegaSkills workshops to others (96%).

In addition, a random sample of 60 parents who had attended the MegaSkills workshops were contacted by telephone and asked if the workshops had changed how they work with their children. These parents reported:

- I believe my participation in these MegaSkills workshops had a positive effect on my child's education (77%).

- My child and I talk more about school and/or school-related activities since I participated in the MegaSkills workshops (50%). However, 30% stated that attending MegaSkills workshops produced no change.

- I used what I learned in the MegaSkills workshops with my other children (38%).

- How often did you use the "recipes" taught in the MegaSkills workshops at home with your child?
  - Less than once a month (27%)
  - Once a month (13%)
  - Once a week (15%)
  - More than once a week (8%)

- Parts of the MegaSkills workshops should be changed (38%) (mainly ways to improve parent attendance).

CHILDREN OF MEGASKILLS PARTICIPANTS

From the attendance rosters which were completed and turned in to ORE, 361 children of MegaSkills participants were identified as District students. Of the students identified, 339 were enrolled in elementary grades during the 1993-94 school year. There were too few middle/junior high school students and high school students to run GENESYS. Academic and demographic characteristics of the elementary students are presented in Figure 7.

FIGURE 7
DESCRIPTION OF CHILDREN OF MEGASKILLS PARTICIPANTS, 1993-94

Grade Level	Sex	Ethnicity	Low Income	Overage for grade	LEP	Special Education	Gifted/ Talented	At-Risk
Elementary (N=339)	49% Male 51% Female	4% Black 36% Hispanic 60% Other	40%	6%	17%	10%	5%	29%

MEASURES OF PROGRAM EFFECT ON STUDENTS

GENESYS was used to examine achievement, attendance, discipline, and retention data for the group of students in the ORE database. The analysis for elementary students whose parents attended MegaSkills is presented in Figure 8.

Compared with the attendance rates for elementary students districtwide, attendance was higher in both the fall and spring for students whose parents attended MegaSkills (program students) by an average of .8 percentage points. Compared with program students from the previous year, the 1993-94 program attendance was lower in the fall and higher in the spring.

Elementary students of program participants had fewer discipline referrals than other elementary students. Whether the program was responsible for this change is uncertain, as these students had equally few referrals during the previous school year.

When comparing the percentage of program students recommended in the spring of 1994 for retention the following year with all AISD elementary students, the program students' rate was lower by .3 percentage points.

Compared to the AISD averages in mathematics, reading, and writing, the average percentages of program students mastering the TAAS at grades 3-6 were higher for all tests taken. Scores on the ITBS/NAPT were at predicted levels.

Only 29% of the MegaSkills children were identified as at-risk compared with a District level of 43%. This discrepancy is important because MegaSkills is funded to support the Chapter 2 Formula assistance area of programs to meet the educational needs of at-risk students.

Children of MegaSkills participants did well on the TAAS and showed positive, although not substantial, improvements in attendance, discipline, and retention. Similar outcomes have been evidenced over the past three years with lower retention and discipline rates as well as an overall increase in achievement scores (see Figure 9). It seems that parental involvement in the lives of their school-aged children has a positive effect on their retention and discipline rates, and achievement. However, whether parents learn these parenting skills in the MegaSkills program is unclear. It is possible that parents who are involved in their children's lives are more likely to participate in a program such as MegaSkills.

FIGURE 8
EFFECTIVENESS OF THE MEGASKILLS PROGRAM, 1993–94

MEGASKILLS CHILDREN	ITBS/NAPT	TAAS	ATTENDANCE	DISCIPLINE	RETAINEES	AT-RISK
Elementary (N=339)	Achieved predicted levels	Higher in all tests taken	Higher (.8)	Lower (.2)	Lower (.3)	Below District level of 43% (29%)

FIGURE 9
EFFECTIVENESS OF THE MEGASKILLS PROGRAM, 1991-92 THROUGH 1993-94

MEASURE OF EFFECTIVENESS	1991-1992 SCHOOL YEAR	1992-1993 SCHOOL YEAR			1993-1994 SCHOOL YEAR
	ELEMENTARY	ELEMENTARY	MIDDLE SCHOOL	HIGH SCHOOL	ELEMENTARY
DROPOUT RATE	N/A	N/A	- (3.4)	+ (8.9)	N/A
RETENTION	+ (.1)	+ (.2)	+ (3.0)	+ (8.7)	+ (.3)
ATTENDANCE	+ (.6)	- (.7)	- (1.1)	+ (3.3)	+ (.8)
GRADES	N/A	N/A	- (.9)	+ (3.0)	N/A
DISCIPLINE	+ (.2)	+ (.2)	+ (1.0)	- (17.0)	+ (.2)
ACHIEVEMENT*	+	+	+	-	=

\+ Did better than the District
= Did as well as the District
\- Did worse than the District
N/A Values were not available for this grade range
( ) The numbers in parentheses represent the amount of + or - change (in percentage points) compared to the District.

* Achievement comparisons are to the District and/or national norms

MIDDLE SCHOOL "TRANSITION IN" PROGRAM

All of the Transition In Program staff at schools offering "Transition In" services believed the program accomplished its goal of facilitating the moving of students to a new school setting.

FUNDING

Chapter 2 Formula allocated a total of $15,039 in 1993-94 for the Middle School Transition In Program. During the 1993-94 school year seven of the 15 AISD middle/junior high schools reported offering "Transition In" services. Each school received a total of $1,000 to pay for these services during the year.

PROGRAM DESCRIPTION

The Middle School Transition In Program is designed to facilitate the transfer of a student to a new school setting. It is used primarily to expose 5th and 6th graders to the new school they will be attending when they move to the 6th or 7th grade. Moving to a new school setting with new friends and new experiences is often anxiety provoking. Through the Transition In program, students are exposed to their new school while still in the security of their old school setting, with the hope that this experience will alleviate some of the students' fears about their impending transfer. Schools made decisions about which students would receive these services through "to/from" lists (names of children scheduled to move from one school to a new school) supplied by AISD and by speaking to the students and teachers from their feeder schools, elementary schools whose children move to a particular middle/junior high school. The middle schools which participated and the services they provided are shown in Figure 10.

FIGURE 10
SCHOOLS PARTICIPATING AND SERVICES PROVIDED

MIDDLE SCHOOLS PARTICIPATING	SERVICES PROVIDED THROUGH THE TRANSITION IN PROGRAM
Bailey Middle School	• Presentations to parents and students at PTA meeting • Principal and counselor visited all of feeder schools and met with all 5th-grade classes. • Three "Transition In" picnics in April for students who were transferring in the fall and their parents
Bedichek Middle School	• Bus transportation from home school to visit Bedichek
Covington Middle School	• Four different orientation sessions in which 5th graders from five feeder elementary schools and their parents toured the students' new school
Kealing Junior High School	• 7th grade retreat in February • Buses to transport the students to the retreat
Mendez Middle School	• Ordered Premier School Agendas for all incoming students
O. Henry Middle School	• Team building activities for incoming 6th graders • Buses to transport the students for these activities
Porter Middle School	• Elementary to middle school orientation night • Counselor/student visits to elementary schools to talk with 5th-grade students

STUDENTS SERVED

Six middle schools reported serving 1,981 students through the Middle School Transition In Program during the 1993-94 school year. The program served 5th, 6th, 7th, and 8th graders (8th graders were helped with their transition into high school). Total documented cost per student was $7.59. In addition to the seven schools which reported offering Transition In services, an additional six schools spent Chapter 2 Formula funds on transporting students to and from their schools by bus.

SELF-EVALUATION BY PARTICIPATING SCHOOLS

In the spring of 1994, a survey designed by ORE was sent to the seven schools which offered Transition In services; six of those surveys were returned. Detailed information on the remaining eight schools was not made available to ORE; therefore, evaluation of these schools' Transition In services was not conducted. Transition In Program staff, who had been working with the Middle School Transition In Program at their school that year, were asked to fill out the survey and return it to ORE. *All of the Transition In Program staff at participating schools indicated on the survey they believed the program accomplished its goal of facilitating the moving of students to a new school setting.* When school staff were asked what they believed was the most important service they offered through this program, some comments were:

- Students had the opportunity to begin making friends before school started;
- Students were able to meet future teachers and counselors;
- We have been told that 5th graders are not as apprehensive about coming to a bigger school now; and
- Parents were able to tour their child's new school and meet future teachers.

School staff were pleased with the Transition In Program and expressed a desire to continue this program in the future. Other than participant self-evaluation, however, there were no measures of program effectiveness.

PREKINDERGARTEN SUPPLEMENTS

During the 1993-94 school year, the Peabody Picture Vocabulary Test-Revised and the Test de Vocabulario en Imagenes Peabody (TVIP) in Spanish were administered. At all levels of delivery, AISD prekindergarten students showed gains from pre- to posttest.

DESCRIPTION

Full-day prekindergarten classes for low-achieving students have been federally funded in AISD since 1978-79. In 1985-86, Texas House Bill 72 mandated half-day prekindergarten classes for limited-English-proficient (LEP) and low-income students. At that time, Chapter 1 began to fund an additional half day to provide full-day programs at qualifying campuses. In 1987-88, Chapter 2 Formula also began to supplement half-day programs to full-day programs. During 1993-94, Chapter 2 Formula allocated $82,310 to provide an extra half day for **four classes on one campus** (one low-income class, two bilingual classes, and one English-as-a-Second-Language (ESL) class at Travis Heights Elementary). A total of 54 students attended these prekindergarten classes, for a Chapter 2 Formula allocation of $1,524.26 per student.

Ethnicity, sex, and language dominance for prekindergarten students in this school are shown in Figure 11.

FIGURE 11
DEMOGRAPHICS OF CHAPTER 2 PREKINDERGARTEN STUDENTS, 1993-94

School	Number of Students	Sex		Ethnicity			English Proficiency	
		Male	Female	African American	Hispanic	Other	LEP	Non-LEP
Travis Heights	54	61%	39%	9%	83%	8%	43%	57%

EFFECTIVENESS

Peabody Achievement Gains

The Peabody Picture Vocabulary Test-Revised (PPVT-R) in English and the Test de Vocabulario en Imagenes Peabody in Spanish (TVIP) are nationally normed, individually administered tests of receptive vocabulary. AISD prekindergarten students were pretested in the fall of 1993 and posttested in the spring of 1994 to measure gains. Gains are noted only for those prekindergarten students administered both the pretest and posttest. Both the PPVT-R and the TVIP are administered to students identified as LEP. Those prekindergarten students not identified as LEP were administered the PPVT-R only. For LEP students, during both pre- and posttest administrations, the PPVT-R was administered first, followed by the TVIP.

At all levels of delivery, half- and full-day classes, AISD prekindergarten students showed gains from pre- to posttest (see Figure 12). The AISD LEP half-day pre-K students had the highest gains, followed by Chapter 2 full-day LEP; the mean gain for pre-K students in LEP programs was 16.6. The least gains were made by AISD half-day low income and AISD full-day low income; the mean gain for pre-K students in low-income programs was 10.2. The mean gain for all levels of service at Travis Heights was 14.9 (this includes prekindergarten students with both pre- and posttests only). Both AISD students served by Chapter 2 and those not served by Chapter 2 exceeded the national average.

FIGURE 12
PEABODY PICTURE VOCABULARY TEST-REVISED, 1993-94
MEAN STANDARD SCORES AND GAINS*
FULL-DAY VERSUS HALF-DAY PREKINDERGARTEN CLASSES

FUNDING SOURCE	TYPE OF CLASS	N WITH BOTH PRE- AND POSTTESTS	PRETEST SCORE**	POSTTEST SCORE**	GAIN***
Chapter 2 Formula	**LEP Full-Day**	**19**	**47.0**	**62.2**	**15.6**
AISD	LEP Full-Day	337	35.4	50.4	15.0
AISD	LEP Half-Day	175	40.7	59.0	19.1
Chapter 2 Formula	**Low-Income Full-Day**	**27**	**78.6**	**90.3**	**11.8**
AISD	Low-Income Full-Day	767	73.6	85.2	11.0
AISD	Low-Income Half-Day	372	84.0	93.0	7.8

* By design of the norms, the national average gain in standard scores is zero.
** Pre- and posttest scores are given for all students who took the PPVT-R in either the fall or spring.
*** Gain is given only for those students who took both the pre- and posttest.

For the second year in a row, low-income students who received supplemental prekindergarten classes have shown considerably smaller gains on the PPVT-R and TVIP than LEP students in pre-K classes. However, this discrepancy cannot be explained with the data currently available. A more in-depth evaluation is necessary to determine how pre-K classes interact with low-income status.

For a complete look at the evaluation of prekindergarten supplemental classes within AISD, please refer to the 1993-94 Chapter 1 final report (ORE Publication Number 93.03).

PRIVATE SCHOOLS

Private schools rated highly the effectiveness of the equipment, hardware, software, instructional materials, library resources, and staff development purchased with Chapter 2 funds.

ELIGIBILITY AND PARTICIPATION

Chapter 2 Formula funds are available through AISD to nonpublic, nonprofit schools within AISD boundaries. Nonpublic schools are contacted each spring to see if they want to participate during the upcoming school year. Applicants must meet a number of eligibility requirements relating to compliance with federal nondiscrimination laws and nonprofit status. Funds are then allocated to approved applicants on a per-pupil basis for purchase of items selected by schools. All purchases are made through AISD, and the District retains title to, and exercises administrative control of, all equipment and supplies. The 14 schools receiving funds in 1993-94 are listed in Figure 13.

FIGURE 13
PRIVATE SCHOOLS RECEIVING CHAPTER 2 FUNDS, 1993-94

PRIVATE SCHOOL	GRADE SPAN	ENROLLMENT	ALLOCATION
Austin Waldorf School	K-8	138	$1,053
Duane Lake Academy	K-12	25	200
Great Hills Christian School	K-12	429	3,032
Hope Lutheran School	EK-6	157	806
Kirby Hall School	K-12	141	1,205
Redeemer Lutheran School	K-6	284	2,178
Sacred Heart School	EK-6	235	1,835
St. Austin's School	K-8	235	1,947
St. Ignatius Martyr School	EK-8	248	2,035
St. Louis Catholic School	EK-8	463	3,591
St. Mary's Cathedral School	EK-6	281	2,194
St. Michael's Academy	9-12	240	1,636
St. Paul Lutheran School	EK-8	210	1,676
St. Theresa's School	EK-6	176	1,404
TOTAL		3,262	$24,792

EFFECTIVENESS

Private School Survey

To meet TEA reporting requirements, private school administrators were surveyed concerning the number of students impacted and the perceived effectiveness of the purchases made with Chapter 2 Formula funds. Completed forms were returned by 13 of the 14 private schools. Results are shown in Figure 14.

FIGURE 14
EFFECTIVENESS OF PRIVATE SCHOOL EXPENDITURES, 1993-94

CATEGORY	NUMBER OF SCHOOLS USING	STUDENTS IMPACTED	EFFECTIVENESS (MEAN RATING)
Software/Hardware	5	767	4.0
Equipment	4	578	4.3
Instructional Materials	8	1,464	4.5
Library Resources	12	3,049	4.8
Staff Development	2	311	4.0

EFFECTIVENESS SCALE:

5.0=EXTREMELY EFFECTIVE
4.0=HIGHLY EFFECTIVE
3.0=MODERATELY EFFECTIVE
2.0=NOT VERY EFFECTIVE
1.0=INEFFECTIVE

Effectiveness was rated highly for all categories. Average ratings ranged from 4.0 to 4.8, with library resources and instructional materials receiving the highest ratings.

Measuring Effectiveness

Private school administrators were asked to report what methods were used to measure the effectiveness of the programs supported by Chapter 2 Formula funds. Administrators responding to the survey (N=13) reported using from one to five methods to evaluate effectiveness. The most common method was a teacher survey (11 of 13). The second most common way of measuring the effectiveness of Chapter 2 Formula funded materials was student achievement/test scores.

READING RECOVERY TEACHER LEADER IN TRAINING AND CAMPUS LOCATIONS

The teacher who received training in the Reading Recovery Program believed that, because of the training, she would be able to help children having the most difficulty learning to read in a way she would not have been able to before.

PROGRAM DESCRIPTION

The Reading Recovery Program is an early intervention program to reach those first-grade students who are having the most difficulty learning to read and to help them catch up before they fall into a pattern of school failure. The program was developed by New Zealand child psychologist and educator Marie M. Clay. It is based on the premise that early, high-quality help has the greatest potential for lasting impact and for reducing the need for continued compensatory help.

The program provides short-term help so that children can develop skills that help them to become independent readers and writers. Reading Recovery is a pull-out program that takes the child out of the classroom for 30 minutes each day for intensive, one-on-one tutoring. During these lessons, students are taught how to solve problems using specific strategies such as self-monitoring, cross-checking, and predicting. The program emphasizes learning "how to" rather than memorizing any specific list of words.

An earlier literature review of pull-out programs by ORE (Douglas & Thomas, 1991) revealed pull-out programs can be effective, but their effects were generally not large, and achievement results were mixed. Gains reported were diminished by a similar gain in the regular group. The review did point to teacher enthusiasm as a positive force in pull-out programs.

Reading Recovery does not depend on step-by-step kits or sets of consumable materials. From a list of 500 books, the teacher selects material that suits the child's interest and needs and is at a level for the child to read with success. To select appropriate material for the child, the teacher takes a Running Record of the child's literacy competencies. This is done by taking a Running Record form and, as the child reads, recording his/her error and accuracy rate. The goal is to pick several appropriate texts that the child can read at about 90 percent accuracy or better.

Initial training for teachers takes one academic year, but Reading Recovery teachers and Teacher Leaders (see below) begin to work with children immediately. In the year-long staff development program, teachers learn to observe children's behaviors, draw inferences from their observations, and make decisions based on that information. A key feature of the staff development program is the extensive use of a training site with one-way glass through which teachers watch each other teach children problem-solving strategies for decision making.

TEACHER TRAINING

One Chapter 2 Formula funded teacher from the District was trained during the 1993-94 school year to become a Reading Recovery Teacher Leader. This full-time academic year teacher leader training program took place at Texas Woman's University in Denton, Texas. Instruction was provided by Dr. Billy Askew, Dr. Connie

Compton, and Yvonne Rodriguez in the Department of Reading and Bilingual Education. The training consisted of 18 hours of graduate level courses from August 1993 to May 1994. Coursework provided training in the clinical, theoretical, and leadership aspects of the Reading Recovery Program. This teacher will also obtain three additional graduate level hours in June 1994 by taking a two-week course to "bridge" into Descubriendo La Lectura (DLL), the Spanish Reading Recovery Program. In addition to the coursework, the teacher in training was assigned to a school in the Ft. Worth school district, and worked with four children in that district's Reading Recovery Program. During the 1994-95 school year, the Teacher Leader will work within AISD with "at-reading-risk" first graders (those children having the most difficulty learning to read) and train other teachers to work with at-reading-risk first-grade students.

FUNDING

Chapter 2 Formula funds were used to pay for the training of the Teacher Leader and for substitutes, Reading Recovery workshop fees, and materials for one teacher at Travis Heights and one teacher at Oak Hill. Funds were used for the Teacher Leader's salary and benefits (FICA, health insurance, worker's compensation, and teacher retirement), tuition, supplies, furniture and apartment rentals, utilities, and travel expenses (to and from Austin, to the annual teacher leader training institute in Irving, Texas, and to the Annual West Coast Literacy Conference).

SELF-EVALUATION OF TRAINING BY PARTICIPANTS

In an ORE interview with the teacher who received the Reading Recovery Training, she stated she believed that, because of this training, she will be able to help at-reading-risk students in a way she would not have been able to before. She also commented that, "I can find a student's strengths and encourage them to use all that they already know about reading and writing to develop effective reading and writing strategies to promote independent readers and writers." Other than participant self-evaluation, however, there were no measures of program effectiveness.

For a complete look at the evaluation of the Reading Recovery Program, please refer to the Chapter 1 1993-94 final report (ORE Publication Number 93.03).

SPANISH ACADEMY

Responding to an opinion survey about the 1993-94 Spanish Academy, 97% of the participants indicated that they would continue taking Spanish Academy classes if given the opportunity. In addition, 78% of participants responded that the course helped them in communicating with Spanish-speaking students.

PROGRAM DESCRIPTION

The Spanish Academy offers courses in conversational Spanish to AISD employees through a continuing program designed to develop the language and foster an appreciation and understanding of Hispanic culture. The main goal is to improve the ability of staff to deal effectively with students and parents who are Spanish speakers. Beginning, intermediate, and advanced classes are provided. Translation classes are also available when enrollment is sufficient. Classes are held Monday through Thursday. Classes meet for two hours once per week during the school year and twice per week during the four-week summer session (held in June).

ENROLLMENT OF AISD PERSONNEL

The number of classes provided and the number of staff enrolled in 1993-94 is shown below in Figure 15. Total enrollment this year (375) was higher than in 1992-93 (295). The Chapter 2 Formula allocation of $40,136 amounted to $107 per staff member enrolled, down from $112 in 1992-93.

FIGURE 15
SPANISH ACADEMY ENROLLMENT, 1993-94

SEMESTER	NUMBER OF CLASSES	ENROLLMENT*
Fall 1993	15	210
Spring 1994	16	165
1993-94 Total	**31**	**375**

* Only includes students attending three or more classes.

Spanish Academy participants represented over 20 different positions, with teacher the most common. Other positions represented were assistant principal, teacher assistant, librarian, secretary, school psychologist, counselor, parent educator, curriculum specialist, DARE officer, social worker, and audiologist.

SUMMER 1994 SESSION

A total of nine classes (four beginning I, three beginning II, one intermediate, and one advanced) were scheduled for the summer 1994 session, each held two days a week during the month of June. Approximately 75 staff members enrolled.

EFFECTIVENESS

Effectiveness was measured using a course evaluation designed by ORE (see Figure 16). The course evaluation form was distributed to participants at the end of the fall 1993 session and the end of the spring 1994 session. A total of 133 (36%) evaluation forms were returned for both semesters. Following the fall 1993 session, 80 (38%) forms were returned, and following the spring 1994 session, 53 (32%) forms were returned. *Because of the low return rate, findings from the evaluation forms should be interpreted with caution.*

Responses were generally quite positive and indicated the following.

A majority of the fall participants indicated that:

- The course helped them in communicating with Spanish-speaking students (80%), parents (57%), school staff (53%), and community members (66%);
- All aspects of the Spanish Academy classes should be maintained for future classes (98%); and
- Discussions of Hispanic culture were useful (98%) and presentations made by the consultants were useful (77%).

A majority of the spring participants indicated that:

- The course helped them in communicating with Spanish-speaking students (76%), parents (45%), school staff (55%), and community members (70%);
- All aspects of the Spanish Academy classes should be maintained for future classes (98%); and
- Discussions of Hispanic culture were useful (96%) and presentations made by the consultants were useful (77%).

FIGURE 16
SPANISH ACADEMY COURSE EVALUATION RESPONSES, 1993-94

EVALUATION QUESTIONS	FALL 1993		SPRING 1994		OVERALL	
	N	%	N	%	N	%
The course has helped me in communicating with Spanish-speaking students.	63	80%	40	76%	103	78%
All aspects of the Spanish Academy classes should be maintained for future classes.	77	98%	52	98%	129	98%
Given the opportunity, I would continue taking Spanish Academy classes.	76	96%	52	98%	128	97%

CONSULTANTS

Consultants were hired to give lectures and demonstrations in various aspects of Hispanic culture. Each consultant was paid $50 per one hour presentation. Figure 17 displays the presentation topics.

FIGURE 17
SPANISH ACADEMY PRESENTATIONS BY CONSULTANTS, 1993-94

TOPIC	# OF PRESENTATIONS	TOTAL COST
Food preparation/demonstration/lecture	6	$350*
Lecture/demonstration of Latin-American music	1	$50
Mexican artifacts and dance costumes	2	$100
Cinco de Mayo books and cultural activities	2	$100
Hispanic poetry	2	$100
Dance instruction, salsa and merengue	2	$100
TOTAL	**15**	**$800**

* One cooking consultant presented for two hours.

Participants (77%) responded on the survey that the presentations made by the consultants were useful.

STAFF DEVELOPMENT

During the 1993-94 school year, one AISD staff member participated in Conflict Resolution training. She rated the training as worthwhile and stated she would recommend this training to other staff members. In addition, it was reported that teachers attended training in the fall of 1993; however, no data were available on this training.

PROGRAM DESCRIPTION

Staff Development was funded by Chapter 2 Formula to enhance certain skills of AISD employees. Of the $24,115 allocated for this purpose during the 1993-94 school year, $750 was expended for one AISD staff member to attend 40 hours of Conflict Resolution training. This training is designed to teach mediation techniques and the use of neutral language to diffuse conflictive situations.

An additional $6,009 was expended to supplement a performance assessment writing project and $1,260 for 29 teachers from 21 schools to attend the Orton Dyslexia Society Conference in the fall of 1993. *Because data from both the writing project and the conference were unavailable, evaluation of these programs was not completed.*

The remaining $16,096 was transferred to the Reading Recovery fund to cover the salaries and conference expenses of teacher leaders. Additional funds were used to purchase books and supplies for these teachers.

STAFF SERVED

Chapter 2 Formula allocated $24,115 for Staff Development. One AISD staff member attended Conflict Resolution training at a cost of $750. An additional $1,260 was expended for teachers to attend training. A total of 29 teachers attended the Orton Dyslexia Society Conference for a total cost per teacher of $43.45. The remaining $16,096 was transferred to the Reading Recovery fund to augment the Teacher Leader in Training funds to provide books and supplies, and supplement the budget of the teacher leader in training.

SELF-EVALUATION BY PARTICIPATING STAFF

An evaluation was conducted on the Conflict Resolution training only. A survey designed by ORE was mailed in the spring of 1994 to the staff member who participated in the training. The staff member rated the training as worthwhile and stated she would recommend that other staff members participate in this training. She also stated she would like to attend more training sessions in this area. She will utilize her training within AISD by providing training to teachers, counselors, and administrators in mediation. Other than participant self-evaluation, however, there were no measures of program effectiveness.

SUPPLEMENTARY MATERIALS

Of the 215 teachers surveyed who received Multisensory Teaching Approach and/or Project Read training, 70% rated the training as extremely helpful. Similarly, 82% of teachers trained reported they are better prepared to teach "students of learning differences" after completing the training.

FUNDING

During the 1993-94 school year Supplementary Materials received $80,000 in Chapter 2 Formula funds, with $50,000 allocated for materials for Multisensory Teaching Approach (MTA) and Project Read Training (an additional $27,189 in funding was provided by AISD for MTA and Project Read materials). Supplementary Math Materials, used in conjunction with the middle school teacher training offered through Title II (Dwight D. Eisenhower), received $30,000.

A total of 666 MTA/Project Read teachers were trained during the 1993-94 school year. Total cost per teacher including Chapter 2 Formula and AISD monies was $79.16. Chapter 2 Formula cost per teacher was $75.08.

A total of 15 middle school teachers were trained by Title II and given Chapter 2 Formula-funded mathematics materials. The cost of these materials was $30,000, or $2,000 for each of the 15 middle schools.

PROGRAM DESCRIPTION

Multisensory Teaching Approach

Alphabetic Phonics/Multisensory Teaching Approach (MTA) is a comprehensive, multisensory program in reading, spelling, cursive handwriting, and alphabet and dictionary skills designed for teachers in both regular and remedial classrooms. MTA is based on the Orton-Gillingham method, which is characterized by an individualized, systematic, alphabetic-phonic educational approach. MTA is an ungraded curriculum that may be used as basic instruction for primary-age students, as a supplement to a whole language or basal reading program, or as a remedial program for students of any age. There are three teaching methods which are integral to the MTA program:

- Multisensory techniques;
- Guided discovery, teacher presentations combined with carefully structured questions to involve students actively in the learning process; and
- Regularly scheduled review.

All information presented in the MTA program follows a process of introduction, review, and practice designed to enable students to master and retain material. Each area of instruction includes practice activities arranged in ascending levels of complexity, enabling students to experience success while developing proficiency. In addition, materials for evaluating students' mastery of new information are provided to guide teachers in planning appropriate lessons, individualizing practice activities, and documenting progress.

Project Read

Developed twenty years ago by Dr. Mary Lee Enfield and Victoria Greene, Project Read began within the Bloomington, Minnesota public schools in an effort to reduce costs and provide more efficient education of students at risk for reading/language problems. Project Read is an alternative reading/language arts program

designed for use in the regular education classroom with at-risk students, providing a highly structured, multi-sensory, sequential phonology base for students in grade one through the junior high level. Project Read is a total reading/language arts program with three interwoven components:

- Phonology,
- Written Expression, and
- Comprehension

STAFF SERVED

During the 1993-1994 school year, AISD offered Multisensory Teaching Approach (MTA) and Project Read training to teachers throughout the District. Seventeen teachers from 14 schools participated in the MTA training, and 649 teachers from 27 schools participated in the Project Read Training. MTA consisted of 15 days of training from 8:30 am to 3:30 pm during the school year and Project Read consisted of eight days of training. Teachers received packets at the beginning of training sessions which included materials needed for the training as well as for implementation in the classroom after training. A total of 666 teachers participated in MTA/Project Read during the 1993-94 school year.

SELF-EVALUATION BY PROGRAM PARTICIPANTS

Satisfaction with the program was measured using a survey designed by ORE in conjunction with the AISD dyslexia coordinator. The survey was distributed to 215 participants at the end of all training in the spring of 1994. A total of 98 (46%) surveys were returned from participants in MTA and Project Read combined. The results of this survey appear below. Of the 10 teachers surveyed who had been trained two years ago, seven are still using the MTA/Project Read teaching techniques and materials at least once a week.

Of those teachers who responded to the survey:

- 80% reported that the training materials they received were useful;
- 70% reported that the training they received was extremely helpful;
- 85% of trained teachers use MTA or Project Read in their classrooms at least once a week;
- 75% of trained teachers believe their students have progressed at a faster rate than they would have otherwise;
- 82% of teachers trained reported they are better prepared to teach "students of learning differences" after completing the training;
- 87% of the trained teachers agreed with the MTA/Project Read approach to instruction; and
- 95% of MTA/ Project Read teachers surveyed said they would recommend this training to other teachers.

SUPPLEMENTARY MATH MATERIALS PROGRAM DESCRIPTION

Chapter 2 Formula allocated $30,000 to purchase supplementary mathematics materials to be used in conjunction with middle school teacher training funded by Title II. Teachers from the mathematics department at each of the 15 middle schools took part in two phases of training provided by a Title II-funded math specialist. Materials given to each of the middle schools included:

- Developing Skills with Tables and Graphs;
- Math/Space Mission;
- Algebra Warmups;
- Spatial Problem Solving;
- Numbers and Words: A Problem Per Day;
- Math Mind Benders;
- Math Connections;
- Critical Thinking Activities; and
- Hands On Algebra.

For a complete look at the evaluation of this middle school teacher training program, please refer to the 1993-94 Title II final report (ORE Publication Number 93.14).

CHAPTER 2 FORMULA FUNDED PROGRAMS EVALUATED BY OTHER ORE COMPONENTS

During the 1993-94 school year Chapter 2 Formula allocated monies for two components whose budgets were funded primarily by other federal grants. Consequently, for information about the evaluation of these programs, please consult the appropriate ORE final report.

READING RECOVERY TEACHER LEADER

Chapter 2 Formula allocated $63,360 for the Reading Recovery Teacher Leader and $63,185 for the Reading Recovery Teacher Leader In Training and Campus Locations during the 1993-94 school year. Chapter 1 provided the initial budget of $847,062. For a complete look at the evaluation of the Reading Recovery program, please refer to the Chapter 1 1993-94 final report (ORE Publication Number 93.03).

STUDENT RETREAT PROGRAM

Chapter 2 Formula allocated $21,886 to the Student Retreat Program during the 1993-94 school year. Drug-Free Schools provided the initial budget of $113,001. For a complete look at the evaluation of this program, please refer to the Drug-Free Schools 1993-94 final report (ORE Publication Number 93.08).

BIBLIOGRAPHY

Baenen, N.R. (1990). Chapter 2 Formula 1989-90: Major points (ORE Publication Number 89.32). Austin, TX: Austin Independent School District, Office of Research and Evaluation.

Bliss, K.M. (1991). Chapter 2 Formula: Evaluation report 1990-91 (ORE Publication Number 90.33). Austin, TX: Austin Independent School District, Office of Research and Evaluation.

Clay, M. (1993). Reading Recovery: A guidebook for teachers in training (Heinemann Publishing (USA) Inc.). Portsmouth, NH.

Davis, W. (1983). The first look at Chapter 2 Formula: Final report (ORE Publication Number 82.79). Austin, TX: Austin Independent School District, Office of Research and Evaluation.

Eugene, D., & Baenen, N.R. (1989). Chapter 2 Formula evaluation 1988-89 (ORE Publication. Number 89.32). Austin, TX: Austin Independent School District, Office of Research and Evaluation.

Marable, P., Griffith, J.E., & Moede, L.H. (1993). Chapter 2 Formula: 1992-93 Final report (ORE Publication Number 92.09). Austin, TX: Austin Independent School District, Office of Research and Evaluation.

Moede, L. H. (1992). Chapter 2 Formula: 1991-92 Final report (ORE Publication Number 91.19). Austin, TX: Austin Independent School District, Office of Research and Evaluation.

Moede, L.H. (1992). FEEDBACK: What is Chapter 2 Formula? (ORE Publication Number 92.08). Austin, TX: Austin Independent School District, Office of Research and Evaluation.

Moede, L.H. (1992). FEEDBACK: Chapter 2 Formula in 1991-92 (ORE Publication Number 92.16). Austin, TX: Austin Independent School District, Office of Research and Evaluation.

Moede, L.H. (1987). Chapter 2 Formula: 1986-87 Final report (ORE Publication Number 86.11). Austin, TX: Austin Independent School District, Office of Research and Evaluation.

Moede, L.H., & Triscari, R. (1986). Chapter 2 Discretionary/Chapter 2 Formula: 1985-86 Final report (ORE Publication Number 85.15). Austin, TX: Austin Independent School District, Office of Research and Evaluation.

Swanson, L.A., Moede, L.H., & Baenen, N.R. (1988). Chapter 2 Formula: 1987-88 Final report (ORE Publication Number 87.15). Austin, TX: Austin Independent School District, Office of Research and Evaluation.

Austin Independent School District

Office of Research and Evaluation

Systemwide Evaluation
David Wilkinson, Senior Evaluator

Author:
Julia E. Griffith, Evaluation Associate

Front Cover Design:
Steven Truesdale, Evaluation Associate

Contributing Staff:
Leonila Gonzalez, Secretary
Veda K. Raju, Programmer/Analyst
Jose Bazan, Programmer/Analyst
Darrell Lanford, Programmer/Analyst

Board of Trustees

Kathy Rider, President
Jerry Carlson, Vice President
Melissa Knippa, Secretary
Loretta Edelen
Diana Castañeda
Liz Hartman
Tom Agnor
Ted Whatley
Geoff Rips

Superintendent of Schools
Dr. Terry N. Bishop

Publication Number 93.11
August 1994

BEST COPY AVAILABLE